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ABSTRACT

This guide to model learner outcomes for service occupations contains four chapters: (1) education values, learner values, philosophy, mission, and goals; (2) introduction, goals, and eight program-level learner outcomes; (3) general learner outcomes and outcomes for housing occupations, child care occupations, cosmetology and personal services, fashion and textile occupations, food service and waiter/waitress occupations, and tourism/hospitality/recreation occupations; and (4) transposing model learner outcomes into the curriculum. Chapter 4 lists the stages of the process of selecting learner outcomes: identify learner outcomes, assess student and faculty needs, present learner outcomes for review and approval; and develop curriculum for the program area. This chapter also contains two curriculum development forms and instructions for completing these forms. An appendix--considering differences in homemaking and service occupations--and nine references conclude the document. (NLA)

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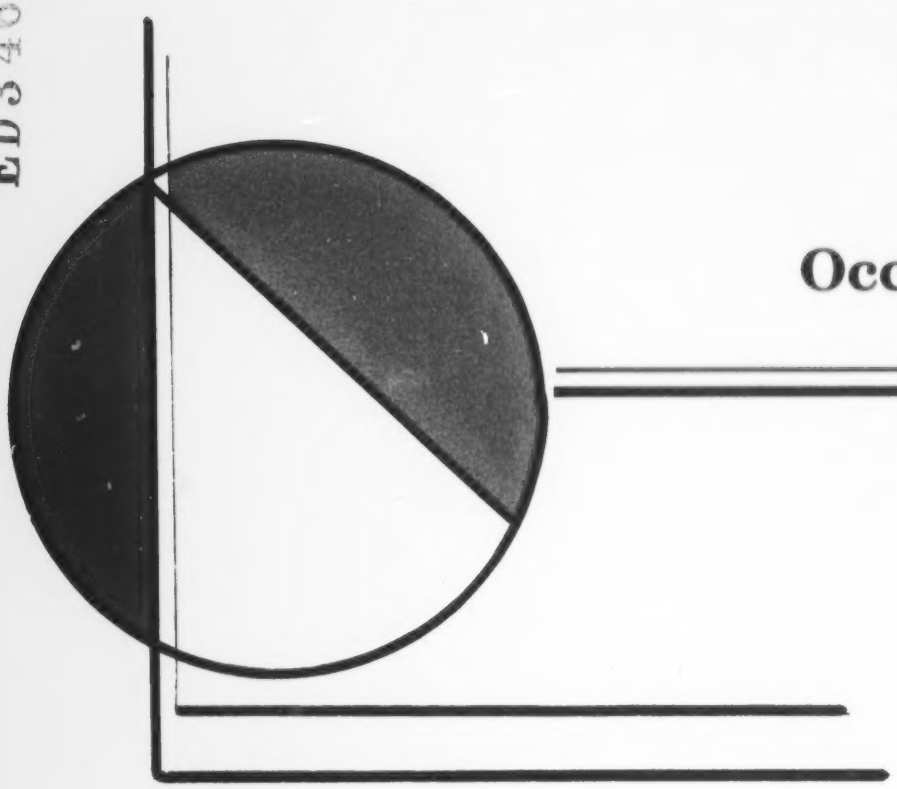

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Model Learner Outcomes for

Service Occupations

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Chapter 1

Service Occupations

Minnesota State Board of Education

Education Values, Learner Values,

Philosophy, Mission, and Goals

Chapter 1

Minnesota State Board of Education

Values, Philosophy, Mission, and Goals

School districts nationwide, and certainly in Minnesota, are constantly striving to improve the learning experiences they provide students. The last two or three decades have seen heightened interest in improving all parts of the education process, including appropriate involvement of students, parents, and the community at large.

The documents that constitute the Minnesota Department of Education's *Coordinated Model for Educational Improvement* incorporate many of the concerns expressed and issues addressed by the public, Legislature, and in reports on the state of public education. One of these documents, titled *Goal and Outcome Specification Process,* suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission, and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values, the most general, to learner goals, the most specific, that give form and direction to public education. Given this hierarchy, staff skilled in subject matter and the profession of teaching can develop very specific learner outcomes for each subject area.

The following sets of statements were adopted by either the Minnesota State Board of Education or the Minnesota State Legislature for two purposes. First, they provide a model for use by communities and school staff as they strive to improve the learning experiences they provide for residents. Second, they are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes for each subject area. The *Mission Statement for Public Education* adopted by the Legislature gives explicit direction to public schools. The State Board Curriculum Rule 3500.1060 adopted February 1990 lists the learner goals which must be incorporated into each district's goal statements. All other parts of this document are models, suggestions for the consideration of residents and professionals in each district.

Education System Values

We believe the following values are preeminent for the education system. These attributes are to be reflected in all educational programs and operations.

Accountability – A condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of learning.

Effectiveness – A condition in every school whereby each accomplishes its mission at a performance level defined by learners, parents, citizens of the community and state, and their representatives.

Efficiency – A condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

Excellence – A condition in every school whereby the highest possible standards for performance are expected of all students and staff.

Flexibility – A condition in every school which results in meeting the needs of learners through sensitive and creative responses to changing circumstances.

Human Equity – A condition in every school which offers equal opportunity and appropriate individualized support to each staff member in employment and professional growth and to each learner in the educational process. Also, a condition which fully, fairly, and accurately portrays various cultures, races, and genders in the instructional program.

Responsibility – A condition in which the school recognizes that the parent has primary responsibility to assure the child is educated, and in which a partnership exists between the school, community, parent, and the learner to identify the learning goals and needs of the child or adult learner and provide appropriate learning opportunities through which those goals can be met.

Responsiveness – A condition in every school whereby diversity of personal and group needs and aspirations are expected, accepted, encouraged, and routinely addressed.

System Equity – A condition in the education system whereby each school is provided with the resources necessary to assist all learners in achieving excellence.

Wholeness – A condition in every school whereby each gives necessary and appropriate consideration to the potential career needs, spiritual, social, emotional, and physical growth of each learner and staff member as it designs and implements educational programs.

Visionary – A condition in the education system whereby emerging trends which will affect the knowledge and skills required to be a successful adult are examined and the knowledge gained is used to produce appropriate changes in the system's course content, procedures, and goals for learners.

Learner Values

We believe helping students develop the following values is a primary purpose of education.

Accountability – A quality in individuals whereby each knows, understands, and accepts the impact and consequences of personal actions and decisions.

Citizenship – A quality in individuals whereby each has an understanding, appreciation, and support of the institutions of American government and society, and a willingness and ability to participate in the democratic process and in socially beneficial service activities.

Compassion – A quality in individuals whereby each is sensitive to the conditions affecting the lives of others and each has the commitment to assist others when appropriate and possible.

Competence – A quality in individuals whereby each attains maximum levels of knowledge, skill, and affect commensurate with his or her potential.

Cooperativeness – A quality in individuals whereby each interacts with others in a manner that mutually benefits all participants in the interaction.

Creativity/Flexibility – A quality in individuals whereby each acts or expresses self in new, improved, or unique ways.

Ethics – A quality in individuals whereby each displays consistent personal and professional integrity and an acceptance of the responsibility to act for the benefit of all learners.

Honesty – A quality in individuals whereby each is fair and straightforward in the conduct of human interaction.

Learning – A condition in individuals whereby each continually strives throughout life to learn more and to increase personal levels of fulfillment and competence in human endeavors.

Problem Solving – A condition in individuals whereby each has the ability to identify, frame, and propose new, improved, or unique solutions to existing and emerging problems.

Responsibility – A quality in individuals whereby each strives to fulfill the obligations of economic self–sufficiency and active commitment to the common good of society.

Self-Acceptance – A quality in individuals whereby each has a positive self–image, through assertion of rights, holding personal, physical, and emotional well–being as an ideal, accepting personal talents with humility, and personal limitations with the resolve to improve where possible and accept where necessary.

Spirituality – A quality in individuals whereby each recognizes and accepts the importance of nurturing one's inner spirit, that creative force that transcends the human and the material.

Thinking – A condition in individuals whereby each continually strives to improve personal skills for mental manipulation of sensory perceptions to form knowledge, thoughts, reason, and judgments.

Minnesota State Board of Education
Philosophy of Education

We Believe . . .

. . . Every person can learn.

. . . Learning is a lifelong process.

. . . Every person must understand and accept self before he or she can become a contributing member of society.

. . . Each person has gifts which the education program must seek, identify, and help to maximize.

. . . Advancement of the human race requires individuals who are honest, responsible, compassionate, cooperative, creative, and competent.

. . . The state and local communities have a shared responsibility to assist each person in learning.

. . . Each community has a shared responsibility with parents for meeting the needs of each child.

. . . The community and its school system must continually look to and strive to meet the future education needs of society.

. . . The education system must assist each person to become functional in an increasingly global and interdependent world.

. . . The education system must lead people to value and accept a wide diversity in human behaviors, sophistication, and values.

. . . The education system must maintain high standards for responsiveness, human equity, and system equity in the provision of educational opportunities.

. . . Decisions regarding planning, implementing, and maintaining learning opportunities must be vested as close to the individual learner as efficient use of public resources allow.

. . . School systems must implement programs that stress the intellectual development of each learner in concert with the spiritual, social, emotional, and physical development of the learner.

. . . School systems must model and nurture creativity in learners.

. . . School systems must maintain opportunities for all learners to develop competence in personally selected areas of human development.

. . . Professional educators have a responsibility to remain current with evolving knowledge about human growth and development, learning theory, and knowledge of subject matter.

. . . Professional educators and elected or appointed education policymakers have a responsibility to account to the public for the excellence of their efforts.

. . . Professional educators and elected or appointed education policymakers have a responsibility to use public resources prudently and efficiently.

. . . Staff employed in schools must model the behaviors they are assisting learners to develop.

Mission for Public Education

As adopted by the Minnesota Legislative Commission on Public Education and enacted into law, Chapter 240, Laws of 1985

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

Mission of the Minnesota State Board of Education

The Minnesota State Board of Education will provide the vision, advocacy, and leadership to improve significantly the quality of education throughout the state.

Mission of the Minnesota Department of Education

The Minnesota Department of Education provides leadership, service, and regulation to maintain and improve an equitable, uniform, and quality system of public education for all learners.

The Department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The Department provides service through informational and technical assistance that will improve the productivity and performance of students and staff, and provide opportunities for the development of the potential of all learners.

The Department regulates education by maintaining, interpreting, and enforcing Minnesota State Board of Education rules, and state and federal laws.

Minnesota State Board of Education

Learner Goals

Learner goals are a series of statements that describe the knowledge, skill, processes, values, and attitudes that a learner can expect to achieve as a result of active participation in K–12 public education. They are based on the presumed current and future intellectual, social, emotional, physical, and career/vocational needs of students and adults in contemporary society.

Each district shall use the learner goals contained below as the basis for defining program–level learner outcomes that are directly reflected in the district's course and program offerings.

A. To effectively participate in learning activities, each learner will:

1. master reading literacy to gather information and data, gain perspective and understanding, and as a leisure activity;

2. master writing to explain, describe, and express a point of view and feelings;

3. master listening to gather information and data and gain perspective and understanding;

4. master speaking to explain, describe, express a point of view and feelings, and to discuss an issue;

5. master numerical literacy to apply mathematical functions to life situations;

6. master the use of a variety of tools, including electronic technology, to enhance learning;

7. master viewing and observing to gather information and data, and gain perspective and understanding; and

8. apply skills in self–expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding to:

1. participate in lifelong learning;

2. live within local, state, national, and world political and social structures;

3. examine personal beliefs and values and their relationship to behavior;

4. make ethical and moral decisions;

5. be a responsible citizen of the community, nation, and the world;

6. practice stewardship of the land, natural resources, and environment;

7. know the impact of human life on nature and the impact of natural phenomena on human life;

8. express self through artistic creation;

9. know career options and the general education requirements for each;

10. know world and national economic conditions to make informed decisions on consumer products, occupations and career needs, and use of resources;

11. select or prepare for a series of occupations that will personally satisfy and suit one's skills and interests;

12. manage personal affairs;

13. understand the physical world using systematic problem-solving strategies:

14. communicate and relate effectively in a language and about a culture other than one's own; and

15. know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

1. compare, differentiate, and relate information and facts and apply knowledge;

2. combine various facts, situations, and theories to formulate new and original hypotheses or to develop new solutions;

3. critique and make judgments about materials, conditions, theories, and solutions;

4. generate and value creative alternatives; and

5. apply the concepts and processes of science.

D. To value, understand, and accept human interdependence, each learner will be able to:

1. seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;

2. understand the basic interdependence of the biological and physical resources of the environment;

3. understand the interrelationships among complex organizations and agencies in modern society;

4. understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand, and accept the diversity of humankind, each learner will be able to:

1. base actions and decisions on the knowledge that individuals differ in many ways;

2. base actions and decisions on the knowledge that values and behaviors differ from one social group to another;

3. base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the societies in which they were learned;

4. judge other's actions with an understanding of the personal and social context of that action;

5. accept that there is more than one way of being human;

6. base actions and decisions on the understanding that as individuals move from one society to another they can learn lifestyles and can learn to behave appropriately in different social contexts; and

7. act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills, values, and attitudes essential to:

1. act in accordance with a basic ethical framework incorporating the values that contribute to successful community life such as honesty, fairness, compassion, and integrity;

2. understand the importance of working in groups to achieve mutual goals; and

3. be able to provide leadership in resolving personal and societal issues.

G. Each learner will be able to effectively resolve conflicts with and among others by:

1. assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration, and caring for other persons;

2. acting on the belief that each individual has value as a human being and should be respected as a worthwhile person; and

3. resolving conflict in the manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origins:

1. understanding the origins, interrelationships, and effect of beliefs, values, and behavior patterns in world cultures;

2. understanding one's own culture and historical heritage through the literary, aesthetic, and scientific traditions of the past;

3. being familiar with the ideas that have inspired and influenced humankind; and

4. understanding the manner in which heritages and traditions of the past influence the direction and values of society.

I. Each learner will develop a positive attitude toward self, demonstrated through:

1. a feeling of positive self–worth, security, and self–assurance;

2. a willingness to live with one's strengths and weaknesses;

3. a basic understanding of one's own body, its systems and physiology, and a positive attitude toward one's own physical appearance;

4. understanding that efforts to develop a better self contribute to the development of a better society;

5. understanding that self–concept is acquired by interaction with other people; and

6. appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

1. select appropriate personal learning goals;

2. make decisions about one's life;

3. plan, act, and organize to realize one's goals;

4. accept responsibility for personal decisions and actions;

5. work now for goals to be realized in the future; and

6. select viable alternatives for actions in changing circumstances.

K. To cope with change, each learner will develop the ability to:

1. initiate appropriate change while respecting existing structures and concepts;

2. tolerate ambiguity;

3. understand that coping with change is a lifelong process;

4. understand and accept the changing nature of work and the potential need to change careers several times;

5. use career information and counseling services to make informed and satisfying vocational choices; and

6. understand that all knowledge is tentative and that as new discoveries are made the knowledge base grows.

L. To lead a healthy and fulfilling life, each learner will:

1. assume responsibility for one's own physical and mental health and safety by establishing a daily regime of health behaviors that will maintain mental and physical health and motor fitness;

2. make informed decisions about health products and services;

3. make a lifestyle that promotes healthful family living;

4. understand public health measures and their effect on the individual, family, community, and environment; and

5. be able to enjoy play–skill activities that include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self–satisfaction.

M. To lead a productive life and actively contribute to the economic wellbeing of our society, each learner will develop the work readiness skills of:

1. applying the basic skills of communications, computation, and scientific principles to real–life situations in a technological society;

2. defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;

3. leadership and citizenship necessary to succeed as an active agent in a changing work force;

4. understanding employment opportunities, job seeking and keeping, and specific work as they relate to transition from school to economic productivity;

5. developing pride in good work and expecting quality in products and services; and

6. adopting a positive attitude toward work, including the acceptance of the necessity of making a living and an appreciation of the value and dignity of work.

Chapter 2

Service Occupations

Introduction

Goals

Program Level Learner Outcomes

Chapter 2

Minnesota Legislative Commission on Public Education. Enacted into law, Chapter 40, Laws of 1985.

*"The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society."**

INTRODUCTION AND GOALS

Preparing young people for the world of work will enable them to lead productive, fulfilling lives.

The Gallup Poll on the Public's Attitudes Toward the Public Schools, (Glam, 1990) found that 65 of the respondents felt that more emphasis should be placed on vocational education in high schools. Congress has also recognized the need for more vocational education at the high school level through the addition of Tech–Prep (technical preparation) Education in the 1990 Amendments to the Carl Perkins Vocational Act. Congress has found that the rapid technological advances and global economic competition demand increased levels of skilled technical education preparation and readiness on the part of youth entering the workforce. The career components of today and tomorrow are based on occupations in technology, communications, and service areas. Tech–Prep Education articulates the secondary vocational programs and applied academics to postsecondary technical programs to better prepare youth to become productive members of society in the workplace and the family. Students may avail themselves of secondary courses that will lead to an associate degree in technical or community colleges.

Carl D. Perkins Vocational Education federal funds are available for school districts and technical and community colleges to develop the Tech–Prep programs.

A U.S. Department of Labor (1987) study has identified the following four key trends that will shape the last years of the twentieth century:

- The American economy should grow at a relatively healthy pace.
- U.S. manufacturing will be a much smaller share of the economy in the year 2000 than it is today. Service industries will create all of the new jobs, and most of the new wealth.
- The workforce will grow slowly, becoming older, more female, and more disadvantaged.
- The new jobs in service industries will demand much higher skill levels than the jobs of today.

The need for new employees in the service industries with technical and human relations skills supports career exploration and skill training by students for job placement or further education.

In the existing education system, at the junior high/middle school level, career exploration for service occupations is generally provided as an integral part of existing home economics/personal and family life sciences programs. The classes are structured to provide information and experience which might motivate students to pursue a more comprehensive career exploration/preparation program.

When a district selects service occupations as one of the vocational course offerings, the program level learner outcomes listed below are to be used as the basis for identification of their course, unit, and lesson learner outcomes.

Service Occupations Program Level Learner Outcomes
3500.1075 F. Adopted February 1990

1. Understand accepted standards for entry level employment in the service business/ industry
2. Understand business and industry standards for safety and sanitation in the individual service industry areas
3. Explore a variety of service industry careers
4. Experience the latest technology in the service industry
5. Recognize the mutual interdependence of national and global economy within the service business/industry
6. Develop customer relations skills appropriate to service business/industry
7. Develop an appreciation of serving and working with diverse populations and
8. Apply decision–making and problem-solving skills.

Chapter 3

Service Occupations

Concept Level Learner Outcomes

Chapter 3

This chapter provides a list of model learner outcomes to be achieved by students at the completion of a service occupations program. The list of outcomes is broad in nature and requires curriculum development before the instructional process begins.

General learner outcomes that are common to all service occupations areas have been placed in a separate category to eliminate repetition in each specific content area. These generic outcomes address work readiness, entry level skills, tech prep, and advanced-level placement. All program areas must include the general outcomes as well as content-specific outcomes when developing a curriculum.

This document is organized around six separate job-specific areas: building/custodial/ interior design, child care, cosmetology/personal services, fashion and textiles, food service and waiter/waitress, and tourism/hospitality/recreation occupations. Each of these occupational areas requires specific licensure for the instructor which includes work experience as well as college courses.

Each learner outcome is referenced to one or more of the State Board of Education Learner Goals that are part of State Board Rule 3500.1060 and are identified in Chapter 1. The outcomes are also referenced to:

- the cognitive (knowing, applying, and integrating) psychomotor and affective development domains
- State Board Rule 3500.0550
    - * multicultural
    - * gender fair
    - * disability aware and
- State Board Rule 3500.1075 (subject areas to be integrated)
    - * career and work readiness
    - * environmental issues
    - * family life and parenting
    - * information technology
    - * international perspectives
    - * media
    - * youth services

In future versions of this document, the learner outcomes will be keyed to items for service occupations in the Minnesota Department of Education Test Item Bank.

APPENDIX

The appendix of this document includes subitems of some of the learner outcomes listed in the various occupational areas and should be helpful in the development of curriculum at the local level.

It also includes a comparison of differences between Personal and Family Life Sciences and Service Occupations in the content areas of child care, food service, and fashion and textiles. This too, should be an aid in curriculum development when it is used to build programs within a school district.

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK

I. GENERAL LEARNER OUTCOMES FOR ALL HOME ECONOMICS SERVICE OCCUPATIONS PROGRAM AREAS

A, B, C, M.1

A. Recognize and transfer basic academic knowledge through practical application in service occupations

The student will be able to:

1. Evaluate personal skills in the areas of: communication, physical, creative, interpersonal, mechanical, intellectual, and mathematical	Knowing, Applying Psychomotor Youth Services
2. Identify the steps in decision making/ problem solving and apply the process to both everyday and long-range situations	Knowing, Applying Integrating
3. Demonstrate research, writing, and organizational skills.	Knowing, Applying Integrating

A.6, B.2, 11, L M.1

B. Identify, understand, and apply the occupational skills necessary to prepare for a career

The student will be able to:

1. Identify appropriate items, tools, equipment, and materials for work and demonstrate their proper use	Knowing, Applying Disability Sensitive
2. Practice sound safety procedures in conducting all activities	Knowing, Applying Integrating
3. Execute essential sanitation practices with equipment, tools, supplies, facilities, and self	Knowing, Applying Integrating
4. Understand and apply all laws and standards set by state, county, and federal agencies.	Knowing, Applying Integrating Disability Sensitive Gender Fair Synthesizing

A, B.1, 9, 10, 11 C, D, E, F, K, L M.1

C. Identify and analyze the important aspects in the variety of careers in service occupations

The student will be able to:

1. Demonstrate an appreciation and understanding of the world of work	Knowing Multicultural Gender Fair Disability Sensitive

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	2. Assess and evaluate current information for employment opportunities.	Knowing Integrating Career and Work Readiness	
A, B.2, 3, 5, D E, F, G, I, J L.5, M	**D. Demonstrate leadership and human relations skills necessary to become a productive member of society**		
	The student will be able to:		
	1. Demonstrate respect for the opinions, customs, and individual differences of others, including acceptance of different cultures	Applying Multicultural Gender Fair Disability Sensitive International/Global	
	2. Demonstrate interpersonal, social, and leadership skills, and a positive self-concept required for positive interaction with others.	Knowing Integrating	
A, B.1, 5, 9, 11 B.12, F, I, J, M	**E. Demonstrate job-seeking and job-keeping skills**		
	1. Demonstrate goal setting, record keeping, budgeting, and accounting skills appropriate to a personal occupational experience	Knowing, Applying Career and Work Readiness	
	2. Demonstrate the steps to prepare for a job employment interview, including completing a job application form	Knowing Synthesizing Career and Work Readiness	
	3. Prepare effective business documents such as a resume, a vita, and a letter of application.	Knowing Career and Work Readiness	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
II. HOUSING OCCUPATIONS			
	A. Building Maintenance and Custodial Occupations		
	The student will be able to:		
A, B, C, F.1, 2 I, J, M	1. Prepare successfully for entry into employment of maintenance in the fields of hospitality, health care and commercial facilities	Knowing, Applying Gender Fair International/Global Analyzing	
A.6, M.1	2. Demonstrate correct cleaning skills/ procedures for a maintenance worker and/or housekeeper	Knowing, Applying Integrating Psychomotor Analyzing	
A.6, 7, C.1, 5	3. Demonstrate correct procedures and efficient operation of equipment in commercial laundry situations	Knowing, Applying Integrating Disability Sensitive Analyzing	
A.7, M	4. Demonstrate the skills needed by a groundskeeper for interior and exterior plant care, groundskeeping, and exterior building maintenance	Knowing, Applying Integrating Psychomotor Analyzing	
A.3, 5	5. Demonstrate and implement simple inventory and cost control procedures.	Applying	
	B. Interior Design Occupations		
	The student will be able to:		
A, C.1, 2, 3, 4 E, H	1. Understand local, national, and international trends that impact customer choices in housing environments	Knowing Multicultural Disability Sensitive International/Global Family Life Environmental	
A, C, M	2. Comprehend and apply the elements of art and principles of design to a variety of residential and commercial spaces and needs	Knowing, Applying Affective Multicultural Gender Fair Disability Sensitive Environmental	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A, C	3. Demonstrate drawing techniques, use of equipment and symbols in floor plan layout, including experience with computer assisted design.	Applying Synthesizing, Media Information Technology	
A, C.1, 4	4. Understand and demonstrate the ability to design special use areas to fit customers' multi/socio/cultural, economic, and disability sensitive needs.	Knowing, Applying Multicultural Disability Sensitive Family Life Synthesizing	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK

III. CHILD CARE OCCUPATIONS

A. Child Growth and Development

Student will be able to:

B, 1, C, 2, 3, I I.6, K, 3	1. Comprehend, define, and analyze the meaning and significance of the basic stages of growth and development	Knowing, Applying Family Life and Parenting
B, C, 2, D, E E.4, G, 2, H H.3, I.3, 5, L	2. Compare major child development research theories as they relate to a specific area of of development	Applying, Analyzing Family Life Information Technology
B.2, 3, C.4, D.2 D.4, F.6, G.1, 2 H.2, 4, L.3	3. Analyze and appreciate the impact of various parenting styles on child development	Affective Psychomotor Multicultural Gender Fair Disability Sensitive International/Global Analyzing, Family Life
B.10, C.1, 2, D.4	4. Analyze the effect major national and global events had on the development of the child care industry and early childhood education.	International/Global Analyzing, Family Life

B. Environments/Program

Health, Safety, Nutrition, Regulations, Guidance, and Learning Environments

The student will be able to:

C, 1, 2, F, 2, J J.2, L, 1, 2, 4	1. Implement state regulations for health and safety in a child care setting	Applying Affective Psychomotor Disability Sensitive
E.1, I.4, L, 1, 3 L.4	2. Compare and evaluate the relationship of diet, physical activity, and environment to wellness and the behavior of children and staff	Psychomotor Multicultural Gender Fair Synthesizing Analyzing Environmental
A, A.3, F, F.2, I I.2, J, J.4, L	3. Recognize and identify diseases and illnesses that affect the health of children	Knowing Affective Psychomotor Analyzing

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
E, 6, F, 3, G, 2 G.3, I, 6, J, 5	4. Recognize and demonstrate the role and importance of appropriate guidance techniques in development of self-discipline for all children	Knowing, Applying Gender Fair Multicultural Analyzing, Family Life	
I.5	5. Demonstrate and predict a knowledge of the stages of play through observation techniques	Applying Integrating	
D.2, 3	6. Demonstrate an understanding of the importance of the caregiver in establishing and maintaining positive relationships with parents	Applying Gender Fair Family Life	
A, 6, C, 1, 3, H H.3, K, 1, M, 1	7. Analyze the influence of technology on the family throughout history and its impact on the child care industry.	Knowing Analyzing, Media Information Technology	
	C. Employment		
	The student will be able to:		
A, 6, B, 9, 10 C, 1, I, M	1. Analyze and understand the skills and knowledge necessary for entry-level occupations in the child care industry	Knowing, Applying Psychomotor Gender Fair International/Global Analyzing Career and Work Readiness	
B, 3, 11, C, 3 D, 3, E, F, 4 G.1, I, 3, J, 5 L, 1, M, 1, 2	2. Assess personal qualities and values in regard to careers working with children.	Knowing, Applying Affective Psychomotor Gender Fair Analyzing Career and Work Readiness	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
IV. COSMETOLOGY AND PERSONAL SERVICES			
	A. Career Exploration and Development		
	The student will be able to:		
A, B, C, I, L.4 M.2, 4	1. Identify and understand the choices in the field of personal services and the talents and licensing needed	Knowing, Applying Career and Work Readiness	
A, D, H, M	2. Understand the history of cosmetology and how it affects change in procedures and fashion	Knowing, Applying Multicultural Gender Fair	
E, I.3, L.1, M.6	3. Practice good daily work procedures and develop client rapport.	Applying	
	B. Skin Care and Massage		
	The student will be able to:		
A, C, F, L.2 M.1, 5	1. Identify and understand skin composition, function, color, and type in order to provide corrective and prescriptive skin care and cosmetics	Applying Integrating Multicultural	
	2. Understand the theory and purpose of massage.	Knowing, Applying	
	C. Hand/Foot Care and Manicuring/Pedicuring		
	The student will be able to:		
A, C, F, L.2 M.1, 5	1. Identify nail structure, parts, and composition, and recognize nail disorders to provide service as a manicurist and/or pedicurist	Knowing, Applying	
	2. Demonstrate the steps and procedures for a manicure and/or pedicure.	Applying	
	D. Hair Care		
	The student will be able to:		
A, C, F.2, I.3 L.2, 4, M.5	1. Identify and understand hair composition, structure, and function in order to provide hair care services	Knowing Multicultural Analyzing	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	2. Demonstrate procedures for achieving the hairstyle of choice by: basic sets, blow drying, curling iron, or other methods.	Applying Multicultural Gender Fair	
	E. Other Personal Services		
	The student will be able to:		
A, C, F, L.2 M.1, 5	1. Identify and understand the proper procedures, implements, and supplies for specialized services offered in some salons	Knowing, Applying	
A.7, B.2, L.4 M.1, 2, 4, 5	2. Identify and understand the qualifications and training for an animal groomer and demonstrate the major tasks performed by animal groomers.	Knowing, Applying Integrating	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
V. FASHION AND TEXTILE OCCUPATIONS			
	A. Fashion Design		
	The student will be able to:		
A.1, B.8, C.1, 3 M.1	1. Identify the elements and principles of design and demonstrate how to use each to enhance the appearance of body shape	Knowing, Applying Gender Fair Disability Sensitive	
A, 6, B.10, M.2 M.4, 6	2. Demonstrate a comprehension of the apparel production process from design to finished product	Knowing, Applying	
A.5, B.11, F.2 M.2	3. Display an understanding of fashion marketing and promotion as it affects design and production of apparel	Applying Multicultural Gender Fair	
A.6, B.9, C.1 M, 4	4. Demonstrate an ability to use assembly line methods of clothing construction according to industrial standards	Applying	
A, 3, 7, B, 10, 13 C.1, 2, D.4, E.8 H.1, 2, 3, 4, M.1	5. Understand the fashion cycle and its relationship to fashion history	Knowing, Applying Multicultural International/global	
A, 4, 7, C.1, 3, M.1	6. Demonstrate the use of color in fashion by identifying various color schemes, shades, tones, tints, values, and intensities in relation to skin tone and hair coloring	Applying Multicultural Analyzing	
A, 5, C.1, 2, 4 E.1, M, 1, 4, 6	7. Demonstrate the ability to take body measurements, make pattern alterations, read commercial pattern envelopes, perform fabric layout, and cutting and assembly of a product.	Knowing, Applying Disability Sensitive Analyzing	
	B. Textiles		
	The student will be able to:		
A.1, D.4, M.1	1. Identify characteristics of natural and synthetic fibers and fabrics as to their origin, finish, and generic names	Knowing, Applying	
A, 3, C.1, 3 M.1, 4	2. Distinguish the differences in use and care of industrial products, apparel products, and of textile products.	Knowing, Applying	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	C. Merchandising/Sales/Display		
	The student will be able to:		
A, 1, 5, B.9, C M.1, 4	1. Demonstrate the ability to set up a merchandise plan, explain its value, and establish price markups and markdowns for items/services	Knowing, Applying	
A.4, C, 3, I.5 M.1, 5, 6	2. Demonstrate sales techniques	Knowing, Applying Gender Fair	
A.8, B.8, C.1, 4 M.2	3. Understand and demonstrate the elements and principles of fashion display.	Knowing, Applying	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
	VI. FOOD SERVICE AND WAITER/WAITRESS OCCUPATIONS		
	Food Occupations		
A.7, B.1, 5, 9 B.10, 11, 14 M.2, 6	**A. Examine various types of food service establishments and skills needed in their operation**		
	The student will be able to:		
	1. Identify and understand the different types of institutional and commercial food service establishments	Knowing, Applying	
	2. Explain the role of food service in today's society	Applying Family Life	
	3. Explain the relationship of each job assignment to the food service operation.	Applying Integrating	
A.1, 2, 3, 4, 5, 6 A.7, 8, B.1, 2, 4 B.8, 9, 10, 11 B.13, E.1, 2, 3, 4 E.5, 6, 7, 8, F.2	**B. Identify and understand the various methods of purchasing, receiving, and inventory control**		
	The student will be able to:		
	1. Demonstrate skills needed by a prep cook, pantry worker, line or short order cook	Knowing, Applying Multicultural Gender Fair	
	2. Demonstrate skills needed for quantity baking	Applying Multicultural Gender Fair	
	3. Identify factors which affect food production planning	Knowing, Applying Multicultural Environmental	
	4. Demonstrate the basic service skills required in restaurant operation	Knowing, Applying Multicultural Gender Fair	
	5. Demonstrate the basic host/hostess skills required in restaurant operation	Knowing, Applying Gender Fair	
	6. Develop management skills needed for successful food service operation.	Knowing, Applying Affective Gender Fair	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
A.1, 2, 3, 4, 5, 6 A.7, 8, F.1, H.2 H.3, 4, M.1, 4 M.5, 6	**C. Identify factors, including menu, which affect food production and planning** The student will be able to:		
	1. Demonstrate essential sanitation and safety practices for equipment, facility, and self	Knowing, Applying Psychomotor	
	2. Demonstrate operational skills for large and small food service equipment	Applying Psychomotor	
	3. Demonstrate effective cost control throughout the food service operation	Knowing, Applying	
	4. Demonstrate customer service skills, including interpersonal skills required in food service operations	Knowing, Applying Multicultural Gender Fair International/Global	
	5. Demonstrate skills in commercial/ institutional baking	Knowing, Applying Multicultural Gender Fair	
	6. Identify and understand various and changing food service career opportunities.	Knowing Career and Work Readiness	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
VII. TOURISM/HOSPITALITY/RECREATION OCCUPATIONS			
	A. Overview of the Tourism Industry		
	The student will be able to:		
C.1	1. Identify and understand the basic components of the tourism/hospitality/ recreation industry	Knowing	
B.9, 11, K.5	2. Identify and understand the personal qualifications and knowledge base needed for various jobs within the tourism/ hospitality/recreation	Knowing, Applying Gender Fair Career and Work Readiness	
C.1	3. Demonstrate an increased awareness of the growth and development of the tourism/ hospitality/recreation industry in Minnesota and elsewhere and its impact on local, regional, state, national, and international economics.	Applying Multicultural International/Global Environmental	
	B. Tourist Information Services		
	The student will be able to:		
C.1	1. Identify various tourist points of interest for the local area, region, state and national, including natural, historical, cultural, and recreational areas	Knowing Environmental Media	
	2. Demonstrate basic skills needed in tourist information jobs	Knowing, Applying Analyzing	
C.1	3. Explain the functions of various tourist information agencies on the local, regional, state and national levels, including Chamber of Commerce, Convention and Visitors Bureau, and State Office of Tourism.	Knowing International/Global Analyzing Career and Work Readiness	
	C. Hospitality/Lodging/Recreation, Entertainment and Transportation Services		
	The student will be able to:		
C.1	1. Identify and demonstrate front desk skills used in a hotel, motel, etc.	Knowing, Applying Multicultural Gender Fair Disability Sensitive Analyzing	

STATE BOARD LEARNER GOALS	LEARNER OUTCOMES	DEVELOPMENT AND CONCEPT EMPHASIS	TEST ITEM BANK
C.1	2. Demonstrate the ability to use terms in the transportation industry, including bus, car, rail, air, and cruise travel	Knowing, Applying Comprehending	
C.1	3. Demonstrate how to plan a travel itinerary using such references as the official air guide, hotel and travel index, various travel guides, and computer software	Knowing, Applying Comprehending Disability Sensitive	
C.1, H.4	4. Demonstrate an appreciation of cultures around the world as they relate to the hospitality/tourism industry.	Knowing Multicultural International/Global	

Chapter 4

Service Occupations

Transposing Outcomes into the Curriculum

Chapter 4

TRANSPOSING LEARNER OUTCOMES INTO CURRICULUM

At the senior high school level, schools may offer six different vocational programs within the service occupations cluster. The program requirements for service occupations are identified in State Board of Education rule 3500.4000-4100. The areas are:

- child care/guidance and education
- fashion/apparel/textiles
- foods
- grooming services
- housing and
- tourism.

The career cluster within service occupations draws on the same knowledge basis as personal and family life sciences (formerly consumer and homemaking), but has different program requirements and Board of Teaching licensure rules (8750.1200-1400). The different requirements and licensure for the teacher are necessary to provide the technical skills for employment in each specific area as opposed to the comprehensive personal and family life sciences program which prepares youth for the unpaid occupation of homemaking/the management of all family roles while being employed in another job.

State Board of Education rule 3500.2020 Required Course Offerings for Senior Secondary Schools, states that in "grades 10, 11, and 12 each district shall select at least four of these subject area (agriculture occupations, business, consumer home economics, health occupations, marketing occupations, service occupations, and technology occupations), one of which shall be business or marketing, and offer at least one, one credit in each." This rule became effective in February, 1990.

PROCESS OF SELECTING LEARNER OUTCOMES

1. Identify Learner Outcomes

   The service occupations staff may select learner outcomes from the Minnesota Learner Outcome Document or write their own outcomes. Outcomes should reflect the district mission statements and goals. In many districts this represents a single teacher working in one or more content area. If this is the case, teachers from neighboring districts may want to work together on this curriculum development phase.

2. Assess Student and Facility Needs

   It is suggested that the instructor complete a student and community needs assessment along with a space, facility, and equipment review. From this process, additional learner outcomes may be identified by staff and/or the local program advisory committee.

3. Present Learner Outcomes for Review and Approval

   The selected learner outcomes, along with the rationale for their selection, should be taken to the program advisory committee for review, approval, and recommendation. Depending on district policy, this step should be coordinated with the building principal, vocational director, curriculum coordinator, and/or the superintendent. In some districts, following the approval of the selected outcomes by the program advisory committee and the appropriate administrators, the document may be taken to the local Board of Education for official adoption by the district.

4. Develop Curriculum for the Program Area

   On the following pages are curriculum development forms along with instructions. Blank forms are provided for the instructor to duplicate for use in local curriculum development.

   Using Form One, complete Curriculum Development Form Two. Examples of child development and food service occupations illustrate how the learner outcomes can be further developed into a curriculum by the identification of sub-related outcomes, content and student activities, and instructional materials and resources.

CURRICULUM DEVELOPMENT FORM I

Date: _____

A. SERVICE OCCUPATION PROGRAM TITLE	B. GRADE LEVELS IN COURSE	C. LENGTH OF COURSE 1 SEMESTER, 2 SEMESTERS
_____	_____	_____ TOTAL HOURS

1. Selected learner outcomes from state learner outcome guides	2. Level* A, E, M, R	3. Dist. Goal #s	4. Course Time Allocation (Hours)

INSTRUCTIONS FOR CURRICULUM DEVELOPMENT FORMS I

BOX

A. Enter service occupations program title.
B. Enter student grade levels in course.
C. Circle number of semesters and enter total hours of course.

COLUMN

1. Enter your selected learner outcomes (from the state guide) to be taught in the course.

2. Enter level of instruction as listed below:

   "A" for the Learner Outcome in which "Awareness" instruction is provided.

   "E" for the Learner Outcome in which "Emphasis" instruction is provided.

   "M" for the Learner Outcome in which "Mastery" attainment is expected.

   "R" for the Learner Outcome in which "Reinforcement or Review" instruction is provided.

3. Enter a reference code to the district's learner goal(s) that justifies inclusion in the outcome.

4. Estimate the amount of time in hours allocated for each learner outcome, realizing there may be a need for extension/reteaching activities.

CURRICULUM DEVELOPMENT FORM II

Date: _____

A. SERVICE OCCUPATION PROGRAM TITLE	B. GRADE LEVELS IN COURSE	C. ASSIGNMENT A E M R
_____	_____	

D. SELECTED LEARNER OUTCOME:

1. Sub-related outcome	2. Content and student activities	2. Instructional materials and resources

INSTRUCTIONS FOR CURRICULUM DEVELOPMENT FORM II

BOX

A. Enter service occupations program title.
B. Enter student grade levels in course.
C. Circle one or more as appropriate:
   "A" = Awareness Instruction
   "E" = Emphasis Instruction
   "M" = Student Mastery
   "R" = Reinforcement Instruction
D. Enter your selected essential learner outcome.

COLUMN

1. In consideration of the assignment list, the sub-related outcomes for which instruction is to be provided.

2. List the content (major concepts) and student activities necessary to provide instruction to the level of assignment. There may not always be activities for each content area.

3. List instructional materials (i.e., audiovisual aids, resources, references, field trips, etc.) to produce desired student learner outcomes.

EXAMPLE:
CURRICULUM DEVELOPMENT FORM I

Date: September, 1991

A. SERVICE OCCUPATION PROGRAM TITLE	B. GRADE LEVELS IN COURSE	C. LENGTH OF COURSE 1 SEMESTER, 2 SEMESTERS
Child Care Occupations	10, 11, 12	360 TOTAL HOURS

1. Selected learner outcomes from state learner outcome model	2. Level* A E M R	3. Dist. Goal #s	4. Course Time Allocation (Hours)
1. Compare diseases and illnesses that affect the health of children	A, E, R	2	3 hours
2.			
3. (Other learner outcomes you select)			
4.			

EXAMPLE:
CURRICULUM DEVELOPMENT FORM II

Date: September, 1991

A. SERVICE OCCUPATION PROGRAM TITLE	B. GRADE LEVELS IN COURSE	C. ASSIGNMENT A E M R
Child Care Occupations	10, 11, 12	

D. SELECTED LEARNER OUTCOME: Compare diseases and illnesses that affect the health of children.

1. Sub-related outcome	2. Content and student activities	3. Instructional materials and resources
Identify common childhood communicable diseases and describe proper health precautions necessary for prevention and control.	Content: 1. Common communicable diseases a. chicken pox b. measles c. mumps d. impetigo e. pinkeye Student activities: 1. Read Chapter 8 and discuss with worksheet. 2. Student will know: a. diseases for which immunizations are available. b. Physical conditions and symptoms that require medical assistance. c. Analyze factors affecting the incidence and severity of communicable diseases. (Example: hand washing)	1. Textbook - Chapter 8, "Caring for the Developing Child" 2. Filmstrip - "Childhood Illnesses" 3. Play "Name the Disease" team game. 4. Crossword puzzle on children's diseases.

CURRICULUM DEVELOPMENT FORM I

Date: September, 1991

A. SERVICE OCCUPATION PROGRAM TITLE	B. GRADE LEVELS IN COURSE	C. LENGTH OF COURSE 1 SEMESTER, 2 SEMESTERS
Food Service Occupations	10, 11, 12	180 TOTAL HOURS

1. Selected learner outcomes from state learner outcome model	2. Level* A, E, M, R	3. Dist. Goal #s	4. Course Time Allocation (Hours)
Demonstrate basic waiter-waitress skills required in a restaurant operation	A, R	2	10 hours

CURRICULUM DEVELOPMENT FORM II

Date: September, 1991

A. SERVICE OCCUPATION PROGRAM TITLE	B. GRADE LEVELS IN COURSE	C. ASSIGNMENT A E M R
Food Service Occupations	10, 11, 12	

D. SELECTED LEARNER OUTCOME: Demonstrate basic waiter/waitress skills required in a restaurant operation.

1. Sub-related outcome	2. Content and student activities	3. Instructional materials and resources
Identify and demonstrate various styles of table settings.	Read text on table setting. Chapter 12. Class discussion. Practice table setting styles: a. American b. French c. Russian d. English Discuss similarities and differences of each style. Identify entertaining situations in which each type might be used.	Textbook: "Table Setting for Today's Entertaining." Four tables with appropriate tableware.

Appendices

Service Occupations

APPENDIX

CONSIDERING DIFFERENCES IN HOMEMAKING AND SERVICE OCCUPATIONS*

A Comparison of Senior High Vocational Home Economics Programs With Similar Subject Matter Basis**

HOMEMAKING OCCUPATIONS	SERVICE OCCUPATIONS
Child Development/Parenting	**Child Care and Guidance Occupations**
Program Goals	
To prepare students to make reasoned decisions regarding assumption of roles and responsibilities associated with parenthood. To prepare students to interact with children in parenting roles in ways beneficial to the development of children and to themselves and other family members.	To acquaint students with the wage-earning occupations related to child care and guidance. To prepare students to perform tasks associated with entry-level employment in child care and guidance programs. To assist students in assessment of their interests and abilities in regard to child care guidance occupations.
Substantive Content	
Content focus is on (1) the influence of parenting practices on the development of children and the reciprocal influence of children on parents and other family members during the family life cycle; (2) developmental characteristics of the child from conception to adulthood with attention to corresponding aspects of parenting; (3) assessment of individual's readiness to assume parenthood as a personal role; (4) assessment of the satisfactions and dissatisfactions associated with parenting roles during the family life cycle.	Content focus is on (1) developmental characteristics of children from infancy to middle childhood with attention to family day care, group day care, and other programs which provide child care for specified periods of time; (2) responsibilities of the child care provider to the child, parents of the child, and employer; (3) specific skills and techniques used in caring for children; (4) exploration of the work environment, including hours, wages, opportunities for advancement, training requirements, legal responsibilities.
Learning Experiences	
Learning experiences incorporating observation and participation with children are used to identify developmental characteristics of children and to assess the effects of activities and guidance procedures on the development of children. Field trips and laboratory experiences emphasize families in various forms as settings for child development.	A variety of supervised laboratory experiences and/or work experiences are provided to develop particular child care and guidance skills. Observation of child care programs and trained child care providers are used to develop competencies of child care trainees.

* Examples only — comparisons not included for some vocational home economics programs.
** Developed by Helen Henrie.

Equipment

Facilities and equipment provide for health and safety of children during the periods of time they are part of of the learning experience.

Equipment and materials are appropriate to a home and family setting. Opportunity for students to evaluate potential of materials and equipment for fostering the development of children.

Facilities and equipment meet specifications of Minnesota Department of Welfare's day care licensing policies.

Students

Program is open to females and males. The program is recommended for all students.

Program is open to females and males. Aptitude and interests of students are used as a basis for selecting enrollees in the program.

Advisory Committee

An advisory committee is required for a functional program.

Advisory committee members include females and males in various family settings and lifestyles.

An advisory committee is required.

Advisory committee members include females and and males representing various occupations and types of employing programs within the child care and guidance industry.

Youth Organization

FLA/FHA is recommended as an integral part of the program. Activities should provide students with opportunities for leadership development.

HERO is recommended as an integral part of the program. Opportunities for leadership development should be provided.

HOMEMAKING OCCUPATIONS	SERVICE OCCUPATIONS
Textiles and Clothing	**Fashion/Apparel/Textile Occupations**
Program Goals	
To prepare students to make reasoned decisions in regard to selection, purchase, use and care of textiles and clothing for self and other members of the family. To prepare students to perform selected techniques and procedures related to the care and repair of clothing.	To acquaint students with wage-earning occupations related to fashion, apparel, and textile industries. To prepare students to perform particular tasks associated with designated occupations within the fashion, apparel, and textile industries.
Substantive Content	
Content focus is on (1) functions of clothing and textiles in relationship to the well-being of individuals and families; (2) management of resources in meeting clothing needs of individuals and families; (3) production, marketing, and merchandising systems as they influence the quality, availability, and cost of textiles and clothing.	Content focus is on (1) designing, producing, and merchandising clothing and textiles which will meet consumer needs and wants; (2) efficient techniques and procedures related to the design, production, and merchandising of textiles and clothing; (3) quality control, cost analysis, and profit and loss; (4) work environment, including general atmosphere, hours, wages, fringe benefits, opportunities for advancement and training requirements.
Learning Experiences	
Learning experiences are designed to teach comparison skills in regard to fabric quality, quality of construction, initial cost and cost of upkeep, general satisfactoriness of garments and textile products. Construction of garments of textile products is optional. If construction is incorporated, individual needs, taste, skill, and resources should influence the choice of project. Construction experiences should include an analysis of resources used, quality of item produced and derived.	Learning experiences are designed to develop understanding of the fashion, apparel, and textile industries as a part of the larger economy. A variety of supervised laboratory and/or work experiences are provided to develop particular skill appropriate to various occupations within the industry. Production of garments or textile items involves determining the item(s) to produce in terms of consumer demand and potential for profit making. Field trips and laboratory experiences are provided to develop understanding of the concepts of mass production, quality control, cost analysis, etc.
Equipment	
Equipment is representative of that designed for use in the home when clothing is laundered, repaired, or constructed.	Equipment is representative of that used in industry and is suited to mass production.

Students

Program is open to females and males. The program is recommended for all students.

Program is open to females and males. Aptitudes and interests of students are used as a basis for selecting enrollees in the program.

Advisory Committee

An advisory committee is required for a functional program.

Advisory committee members include females and males in various family settings and lifestyles.

An advisory committee is required.

Advisory committee members include females and and males representing various occupations and types of employing programs within fashion, apparel, and textiles.

Youth Organization

FLA/FHA is recommended as an integral part of the program. Activities should provide students with opportunities for leadership development.

HERO is recommended as an integral part of the program. Opportunities for leadership development should be provided.

HOMEMAKING OCCUPATIONS	SERVICE OCCUPATIONS
Nutrition and Food	**Food Occupations**
Program Goals	
To prepare students to make reasoned decisions in regard to selection and purchase of food to meet nutritional requirements of individuals and families. To prepare students to make reasoned choices in regard to methods of food preparation, food service, and storage as appropriate to the home and family setting. To prepare students to perform selected techniques and procedures related to food preparation, service, and storage as appropriate to the home and family setting.	To acquaint students with wage-earning occupations related to the food service industry. To prepare students to perform particular tasks associated with designated occupations within the food service industry. To assist students in assessment of their own interests and abilities in regard to occupations related to the food service industry.
Substantive Content	
Content focus is on (1) nutritional requirements of individuals and families and alternative foods to meet those requirements; (2) management of resources in meeting nutritional needs and food preferences of of individuals and families; (3) production, marketing, and merchandising systems as they influence the quality, cost, and availability of foods; (4) selected food preparation principles and techniques, (5) psychological factors which influence acceptability of foods.	Focus is on (1) selection, production, and merchandising of foods to meet consumer needs and result in a profit; (2) efficient techniques and procedures related to the production and service of food; (3) quality control, cost analysis, profit and loss; (4) exploration of work environment, including general atmosphere, hours, wages, fringe benefits, opportunities for advancement, training requirements.
Learning Experiences	
Learning experiences are designed to teach basic nutrition concepts, comparison of nutrient content of foods, management of time and money in relation to individual and family goals. Laboratory experiences in food preparation for the purposes of understanding principles of food preparation and service and to begin to develop food preparation skills. Experiences are in relation to individual and family eating patterns.	Learning experiences are designed to develop understanding of the food service industry as a part of the larger economy. A variety of supervised laboratory and/or work experiences are provided to develop particular skills appropriate to various occupations within the industry. Experience in mass production and service of food is provided.
Equipment Facilities	
Equipment is suitable for preparation of family sized portions and reflects type used in the home.	Equipment is suitable for mass production of quality food. Facilities meet the specifications of Minnesota Department of Health.

Students

Program is open and recommended for all students.

Aptitudes and interests of students are used as a basis for selecting enrollees in the program.

Program is open to males and females.

Advisory Committee

Advisory committee is required for a functional program.

Advisory committee members include females and males in various family settings and lifestyles.

An advisory committee is required to assist in determining the availability of employment and to advise regarding program emphasis.

Advisory committee members include females and males representing various food service occupations and types of employing industries.

Youth Organization

FLA/FHA is recommended as an integral part of the program. Activities should provide students with opportunities for leadership development.

HERO is recommended as an integral part of the program. Opportunities for leadership development should be provided.

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Service Occupations

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